



Foreword

2018-19 has been an exciting year for Prajayatna. The efforts in catering to the needs of very young children through the work with the anganwadis in Karnataka, had an impact at a larger scale, when invited to work in Jharkhand. The challenges that came with the terrain, with Jharkhand being a predominantly tribal belt, in the form of utilisation of mother tongue vs the state official language, contextualisation of curriculum, importance to the local culture and practices of parenting, etc, helped the organisation gain deeper insights which in turn helped to streamline the approach further.

With Early Childhood Care and Education gaining significance with it being one of the United Nations Sustainable Development Goals, there was a call to revise the existing curriculum being implemented in the anganwadis (government run preschools) of Karnataka. The work of Prajayatna was recognised and invited to be part of the committee formed for the purpose at the State level by the Department of Women and Child Development and UNICEF.

The work of Prajayatna in Uttar Pradesh was given added momentum with the release of the report on the educational status along with that of disability and inclusion in Chitrakoot district. This brought the issue of inclusion into focus and the much required advocacy for the same. The work gathered momentum with the organisation reaching out to many children with disabilities and their families and ensuring that the children were able to get their entitlements and their basic right to education and development.

The work with the Department of Education in all the three States saw traction wherein trainings for the School Management Committee members was organised and facilitated in collaboration with them. Teachers from other schools visited the schools where the Kalikayatna approach was being implemented in order to share and learn.

We have tried to highlight the changes being brought about through the efforts of all the stakeholders in a series of stories which we hope will speak for itself! All this progress and change would not have been possible without the support of our donors and partner organisations who challenge us to do better year on year for all children. We would like to take this opportunity to thank you for all your support as we present the annual report for the FY 2018-19 to you.



*Mary Punnoose
Chief Functionary*

Current Education Scenario in India

Education plays the most important role in shaping the personality and future of a person, and is vital to the human resources development and the further advancement of a country. In the Indian context, the nation has seen certain constitutional amendments and policies that have changed the way we look at education.

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India, to provide free and compulsory education to all children in the age group of 6 to 14 years, as a Fundamental Right in such a manner as the State may, by law, determine. Further, the Right to Education (RTE) Act came in 2009, which represents the consequential legislation envisaged under Article 21- A. It means that every child has the right to get full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Furthermore, the RTE Act provides for development of curriculum in consonance with the values enshrined in the Constitution and which would ensure the all-round development of the child by building on the child's knowledge, potential and talent. Further, education to all has been identified as one of the sustainable development goals by UN which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Despite all of these constitutional provisions and global goals, a majority of the schools across the nation fail to provide inclusive and

quality education to all. There are many issues which needs to be addressed in a systemic manner. Some of them are:

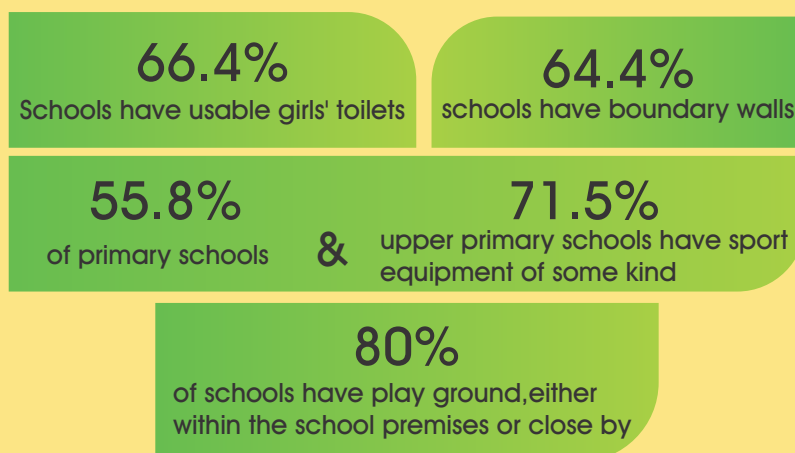
- Lack of conducive learning environment in schools
- High dropout rates
- Lack of infrastructure
- Lack of motivation among teachers
- Provide for better Early Childhood Care and Education facilities by ensuring that the anganwadi centres are made into learning centres rather than mere feeding centres.
- Dysfunctional community structures like the School / Anganwadi parents management committees.
- Lack of ownership and accountability among different stakeholders (parents, local community, School / Anganwadis management committees, Gram Panchayat, departments etc.) in the public education system
- Common myth that private schools are better than government schools and government schools are for marginalised sections of the community



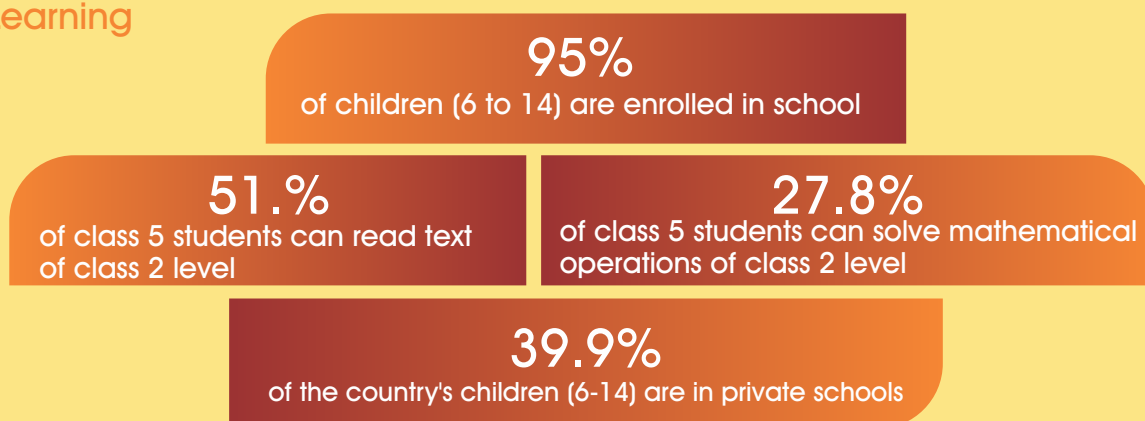
What facts have to say?

According to the thirteenth Annual Status of Education Report (ASER 2018), the "State of the Education Report for India: Children with Disabilities" – UNESCO Report, 2019, and many other reports, the current educational status

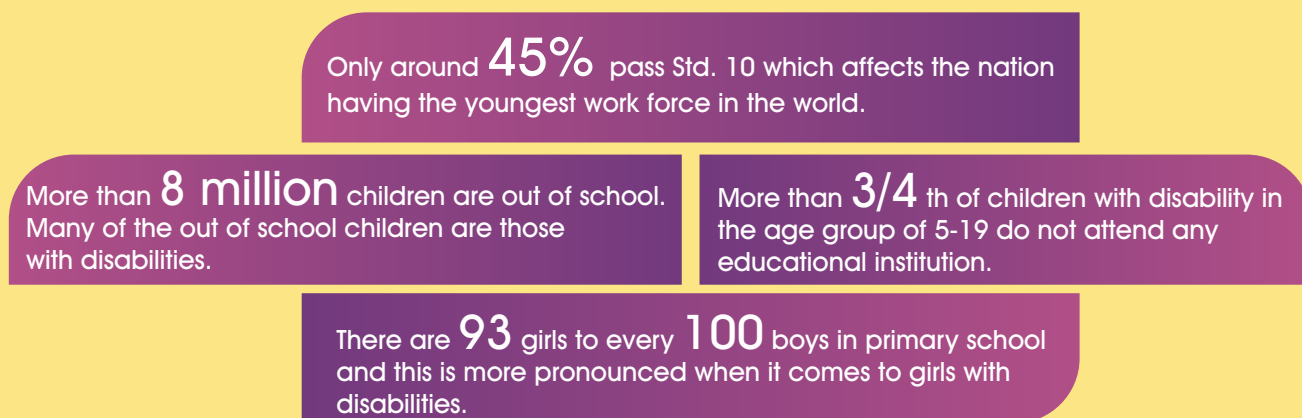
Physical infrastructure



Quality Learning



Enrollment and Retention



This data indicates that there is still a long way to reach the goal of universal inclusive and quality education for all children. It demands calls for all stakeholders' attention, participation and an effective approach to learning.

Our Vision

To enable every child to have access to an education that will develop the capabilities that is inherent in them and to enable them to thrive and live with dignity.

Our Mission

To facilitate systemic reform towards quality education for all children through the participation of all stakeholders.

Prajayatna's evolution and overview of its work

While engaging with the government school system and the community, Prajayatna began to realize that the inadequacies of the education system had its roots in the lack of community owned agenda towards education. This was an area for serious reflection that gradually led to the emergence of focussed intervention with key stakeholders of education. It was also observed that while the community was encouraged to interact with the school through the School Management Committees (SMCs) at the school level and Anganwadi Level Monitoring and Support Committee (ALMC) at the anganwadi (AWC) level, it was apparent that both the school / AWC and the community had not been sufficiently oriented or had the experience to engage with each other.

Gradually through the work, it was further realized that parents and the larger community did not have access to information nor were they engaged in any experience that would enable them to meaningfully participate in their children's educational processes. Additionally, it was also recognized that the prevalent perspective of learning that places a high premium on reproduction of information rather than on developing capabilities and the expert paradigm of the existing education system were also areas of grave concern.

Consequently, Prajayatna developed appropriate strategies for community ownership. The starting step towards the community addressing the issues and taking ownership is by sharing of relevant and accurate information such that the

stakeholders (local community, SMC, ALMSC, representatives of the Panchayat Raj Institutions, representatives from different concerned departments etc.) at different levels (village, Gram Panchayat, Block etc.) are able to move towards an analysis of their situation and work out a path towards change on their own terms. They are then able to act on the issues through contextualized and appropriate mechanisms in a way that they are able to assume responsibility for change. Such an experience makes the community realise the importance of their role and that their opinions matter and they have the potential to mobilize required resources - financial or otherwise - to effect a change. This sense of ownership in turn results in their responsibility and accountability to realize the collective vision.

With facilitation, information gaps are bridged, the powers of institutions of local governance are better understood and resources mobilized to help strengthen the government primary schools /AWCs. Prajayatna has over the years worked on redefining its strategies through continuous review and reflection and has led to redefining certain existing institutions, strengthening the institutional capacities of constitutional and non-constitutional structures at different levels.



Prajayatna also developed a pioneering learning initiative called Kalikayatna, with a view of impacting student learning within primary schools. The initiative focuses on the delivery of inclusive quality education which attempts to provide a holistic learning experience for the children. Kalikayatna consists of certain aspects which include mixed age groups, integrated curriculum, continuous and comprehensive assessment of the children; designing of activities for children depending on their learning levels, which is driven by a set of universal learning principles. In order to facilitate such a process, the teachers are empowered to develop their capabilities to become facilitators through collectives.

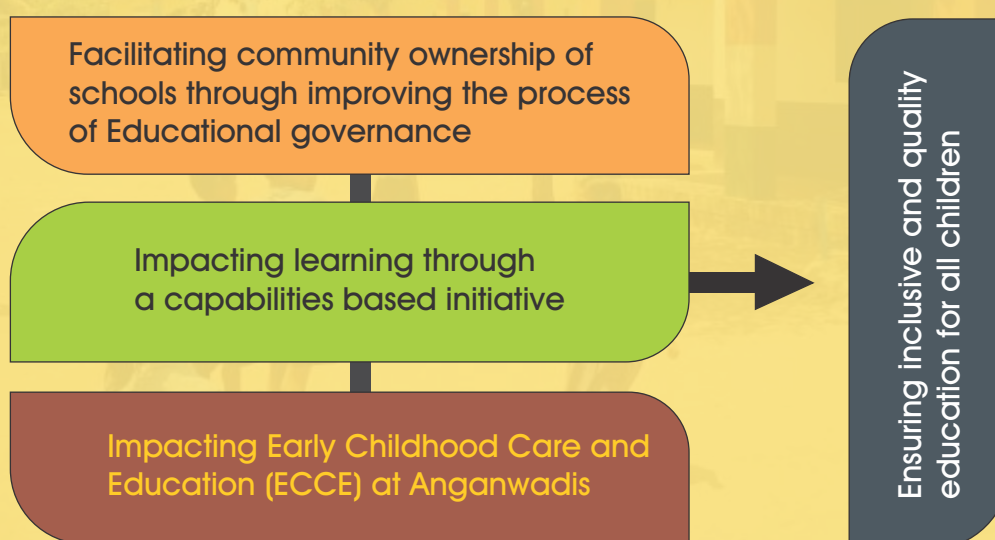
Over a period of time, it was realised that though the learning process was inclusive, there was a need to ensure that all children with difficulties were identified and enrolled to school. Then when working with these children, the need to make sure that all the processes were truly inclusive helped in enriching the learning approach further.

Work with the Learning Initiative made us realise the importance of children having a good foundation from an early age. It was seen that

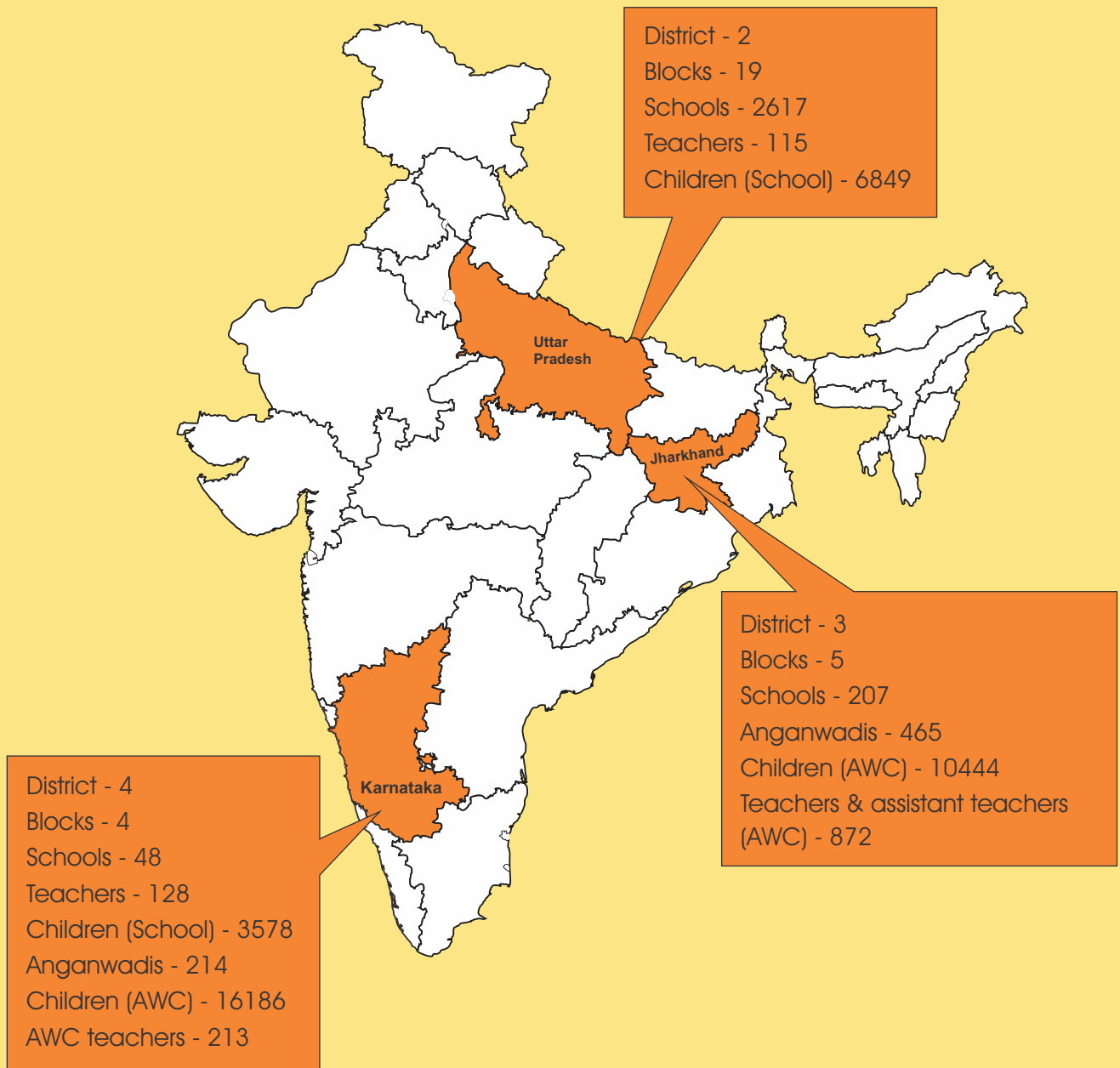
the lack of a learning environment made the children unable to cope in a school or any formal structure. This affected the older children as well due to sibling care. The need for a conducive and effective early childhood for the children gave birth to the early childhood care and education programme. The approach to early childhood care and education is holistic and built on the fact that very young children flourish in a conducive environment which stimulates them and is filled with care and love. The focus is on developing the government run anganwadis into dynamic learning centres which allows for the holistic development of the child.

Over the past one year, Prajayatna has consolidated its work in facilitating critical reflection in communities to take responsibility for ensuring better governance in schools and has been involved in productively channelizing their reflections into pragmatic efforts and realistic change. Efforts have been made to mobilise the strength of the local community structures at the village, Gram Panchayat and block levels, and create a responsible community addressing crucial issues not only in their schools and anganwadis but of larger issues affecting all the children in the community.

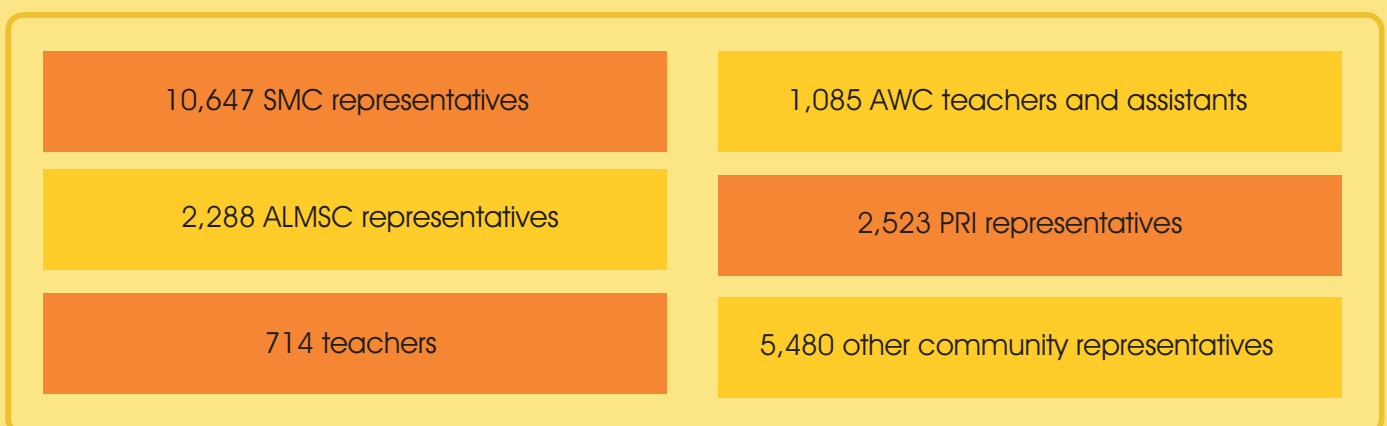
The approach



The reach



Total Stakeholders Reached



ECCCE



In 2018-19, Prajayatna's work with the state run anganwadis in Karnataka was extended and initiated in 465 anganwadis covering three blocks of Bokaro district, Jharkhand State. Simultaneously, the work in Dharwad of Karnataka was also extended to half the block of Dharwad Rural, reaching out to 162 anganwadis, apart from the continuation of the work in the anganwadis in Bangalore Urban.

The key objectives of Prajayatna's intervention with respect to Early Childhood Care and Education are:

- To bring a focus on the needs of the children in the early childhood stage, especially in the areas of learning and health amongst the community and other stakeholders. To institutionalise this process,
- Build the capabilities of the Anganwadi Level Monitoring and Support Committees (parents committee) and the Gram Panchayats to take increased responsibility for the Early Childhood Care Centre.
- Redefine the abilities framework for children in Early Child Care Centres and restructure the teacher development process accordingly.
- Strengthen the capabilities of teachers so that they are well equipped to cater to the care and learning needs of children in the AWC.
- Work towards better coordination between the departments and structures at all governance

Reach

679 AWCs,

26,630 Children

1085 AWC teachers and assistant teachers

26630 Children

Processes

47 Teachers collectives

836 AWC level meetings

17 Meeting with GP

1133 On site support



Anganwadi development becomes a community agenda...

Suyadih Anganwadi Centre is located in Surjudih revenue village, which is 1.5 km from Kasmar block, Bokaro District, Jharkhand. The Anganwadi centre has 20 children enrolled, out of which 16 children are regular in the Anganwadi. Prajayatna organised ¹Anganwadi Level Community Meeting (ALCM) in June, 2018 where 35 participants including the Panchayat Mukhiya and the ward member participated. The process was to facilitate the discussion on significance of early years, role of Anganwadi centres in the development of young children, and the kind of positive exposure needed in exposure needed in the anganwadi, home Anganwadi, home and in the larger community. Further, the discussion was extended to the existing issues in the community like enrolment of more children, keeping the surrounding area clean, pursuing parents to send their children with basic hygiene, formation of ²Anganwadi Level Monitoring and Support Committee (ALMSC) and fulfilling the basic requirements etc. Plan was made for the same at the end of the meeting. The purpose of the meeting was to create a common platform where the stakeholders could reflect upon the condition of the Anganwadi in their area and the kind of exposure their children were getting and if this had to change, it was the responsibility of the community to take the ownership and ensure its proper functioning.

After regular follow ups, many of the community people came forward to work for the development of the anganwadi and provide a better ecosystem for the children. The ³Gram Panchayat provided a plastic bucket and mug to store the water in the Anganwadi. Parents have started accompanying their children to accompany their children to the anganwadi regularly. The Centre also runs on time and teacher has started following the time table too. The community and the teacher collaborating together for the development of the children has made the Anganwadi centre function in a more effective manner.

'The anganwadi renovated by the community'.....

Neeche Tola is a village located in Khetko Panchayat of Petarwar block in Bokaro district. The Anganwadi Centre in the village was established in 2005 and has an enrolment of 25 children of which 8 are boys and 17 are girls. The centre had been running in a poorly built rented building for more than a decade and the place lacked basic facilities. In that context, an Anganwadi Level Community meeting (ALCM) was held at the Centre. The meeting soon became the space to discuss and reflect on important issues of the development of children and the status of the Anganwadi and its issues. The whole discussion was very informative and eye opening for the community. They came to know about the objective behind establishment of Anganwadi, the purpose of formation of Mata Samiti and the Anganwadi Level Monitoring and Support Committee (ALMSC).

The meeting was wrapped up with the decision taken by the community to plaster the floor of the rented space with the permission of the landlord so that the children could sit in a neat and clean environment. Soon, community ownership was seen when people started discussing with the landlord, parents and Anganwadi teacher to pool the available manpower. The dirt floor of the Anganwadi was plastered with cement and walls were white washed. With the collective efforts of the stakeholders, the centre has now been transformed into a colourful and vibrant space where children love to come.



Let the stories speak!

Every child has the right to education

Radhika Kumari is a 4 year old, single child of Panmati Devi and Sobam Murmu in Kendudih village, Khutari Panchayat of Jaridih block, Bokaro district. She was not enrolled to the Anganwadi as she had a physical disability due to neuropathy (a condition which led to the weakening of the nerves). She finds difficulty in walking. The community and the Anganwadi teacher came across her during an enrolment campaign to raise awareness about the anganwadi and enrol children. This campaign was initiated as a result of Anganwadi Level Community meeting (ALCM) where issue of low attendance and enrolment was raised. Going door to door for the campaign, the teacher found out about Radhika's case.

She took the responsibility of Radhika and assured the mother that she would provide adequate care in the centre. She enrolled her in the Anganwadi. Now, she is one of the children who come regularly to the centre. Every morning, one can see her coming to the Anganwadi with the support of teacher or assistant teacher. She is now happy being around children and has made friends. Through the enrolment campaign, 15 more children have been enrolled to the Anganwadi.



The Processes which made it happen!

¹**Anganwadi Level Community meeting (ALCM)** - Through Anganwadi level meetings, a common platform has been created for the local level stakeholders such as Anganwadi teachers, parents, community, local community organisations, GP representatives etc, to start a dialogue on ECCE and the various aspects of the Anganwadi. The facilitation process enables the participants to reflect on the condition of children and in that context the Anganwadi and their expectations and vision. It also makes the participants to reflect on their role in the development of the children and thereby the Anganwadi. This allows them understand their responsibilities vis-à-vis that of the State (Department) and thereby the ownership of the Anganwadi.

²**Anganwadi Level Monitoring and Support Committee (ALMSC)** - Orientation about the significance of ALMSC as community representative body and the role and responsibility of the same committee has led the community level stakeholders review the existing scenario of ALMSC formation and functioning in the Anganwadi centres. ALMSC members have got boosted with adequate information and direction to perform their responsibilities with more confidence.

³**Gram Panchayat** - The local self government, the Gram Panchayat, who is responsible for the development of the village, needs to pay attention to the functioning of the Anganwadi centres. Building the perspective of the Gram Panchayat on the Anganwadi and its development has been essential. For this purpose, Gram Panchayat Level meetings happen to engage the representatives of the Gram Panchayat, ALMSC, AWC teacher, and other key stakeholders from the Panchayat in finding solutions for the issues prevailing in their AWCs at the Gram Panchayat level, by working together. The meetings also aimed to build a relationship among the representatives present in the meetings and sensitize them about their roles and responsibilities in the context of creating AWC as dynamic centre for nurturing the holistic development of children in their vicinity.

⁴**Collective efforts of stakeholders** - Meetings have been facilitated to engage the stakeholders in identifying the requirements, mapping the resources and planning towards making a collective effort to resolve the issues of the local AWC. This process has enabled them to think and create ideas to combat issues such as low enrolment and attendance, basic infrastructure facilities, punctuality, hygiene and learning needs.



Transformation of an anganwadi teacher....Sridevi

Sridevi works as an anganwadi teacher at Yelahanka 2 centre in Yelahanka old town.

Initially Sridevi, showed complete non-cooperation for a new approach of working for the development of the centre and was reluctant to make any change in the centre. Her response was very lukewarm in the execution of classroom activities, organising and conducting centre level meetings such as mothers' group formation, ALMSC, etc.



The Yelahanka 2 centre had lot of space and basic facilities which could be utilised properly and the centre could be made into a model centre. The cold attitude and health issue of the teacher prevented her from engaging with the children closely. This led to the Prajayatna representative increasing the number of visits to the centre, interacting with the teacher and conducting activities with the children, hoping that this would encourage the teacher.

Meanwhile, provision of learning materials (stationary, books, play materials, speakers, mats, trays, cotton blankets etc) also motivated her in conducting activities. Gradual and consistent support alongwith⁵Teachers' collective meetings, and various other trainings empowered her a lot. She has established learning corners at her centre and has started using teaching and learning materials with children for activities. She is now one of the teachers who are approachable and has a very positive outlook when it comes to any new or innovative activity to be done in the Centre.

⁵Teachers' collective meetings -

The whole objective of working with the Anganwadi teachers is to enhance their understanding on working with children and equip them with appropriate strategies and activities so that they can engage children in a respectable, meaningful and joyful learning environment. It is with this intention that the teachers' collective meetings have been designed.

The collectives in this academic year (2018-2019) have enabled deeper understanding of

teachers on significance of early years, domains of development and developmental requirements of children. These processes also have enabled teachers to explore their own skills, express their challenges at the centre and find a solution in creating a conducive learning environment within the collective settings. Various activities conducted in the collectives have enabled them reflect how they were able to learn, how visuals and other mode have impact on learning etc, how they can prepare teaching and learning materials from locally available materials.

Creating awareness about ECCE

In order to enable an environment which is sensitive to the needs of young children and for the realisation of the importance of ECCE, various events were conducted with the children and the different stakeholders. Some of them were

Celebration of Early Childhood Care and Education Day and Bal Utsav

The Ministry of Women and Child Development department had ordered to celebrate ECCE Day in AWCs once a month at the AWCs in order to actualize the concept of making AWC a 'Vibrant ECD Centre'.

In Jharkhand, Bal Utsav was planned to celebrate Children's Day which falls on November 14th. It was been celebrated in 21 different places by making the day more meaningful rather than merely a symbolic celebration. Efforts were made to involve all the stakeholders. Games for all age groups was conducted. sessions on the importance of play and the need for opportunities for children to develop in a holistic manner and the role of the community in creating an environment for the children, to develop in a safe and fearless environment was also discussed.



Summer Camp at Hub and five model AWCs

Summer camps were organised in Bangalore Urban in the Hub Centre and the model centres., reaching out to 345 children. The main objective of the camp was to involve children in learning through games and activities.

Liaising with the Department of Women and Child Development :

Regular interactions have been happening with the department including the District Social Welfare Officer, Child Development Project Officers and the Supervisors to share the work progress, achievements and challenges in the field. In Bokaro and Dharwad, the project was discussed with the respective district heads and a letter of collaboration issued to all the Anganwadi centres for the implementation of the project in the field.

Meetings were held with the Department representatives ranging from the District Officer to the CDPO at the block and the respective supervisors at the centres to update them and plan with them as well.

Impact

In Karnataka, especially in Bangalore Urban district, parents have taken initiative in introducing early learning activities at home. They have established a learning corner in their home environment despite their congested houses in urban scenario to foster their child's learning at home. They have kept a slate, chalk, pencil, paper, reading books; crayons etc. and have also facilitated learning through daily used ingredients to introduce several concepts such as fruits, vegetables, colors, quantities, proportions, volume etc. They have now cultivated the practice of speaking to their children more often than ever.

In Dharwad district, Karnataka, parents and Gram Panchayats played an active role in fulfilling the infrastructure related issues such as providing space for Anganwadis which are running in rented or rent free community places. They have made provision of uniforms and stationary for children, supported teachers in organizing the centre materials to make it more interesting and create a conducive learning space for children. Around Rs.17 lakhs has been spent by the Gram Panchayats and the community in improving infrastructure and the appearance of the centres as well.

In Bokaro district, Jharkhand, as a significant achievement in the first year of implementation, 477 children were enrolled back to their Anganwadi Centre. Besides, 49 ALMSC were reformed and made active in contributing their support to the development of the children through Anganwadis. The other major impact was shifting of Anganwadis from rented building to own or other government buildings. The parents engagement was found to have increased dramatically along with that of the Gram Panchayats. The parents was found to have contributed their physical labour to improve the Anganwadi environment such as clearing the space grown with unwanted weeds/bushes, fencing the centre to safeguard children, making contribution of materials etc. Teachers who had not undergone any orientation or training now have developed understanding of the significance of ECCE, ways of conducting learning activities, collaborating with community to resolve the issues.

All these above mentioned aspects have helped in making the anganwadis to function in a much more effective manner.



KALIKAYATNA



Capability Based Learning Approach

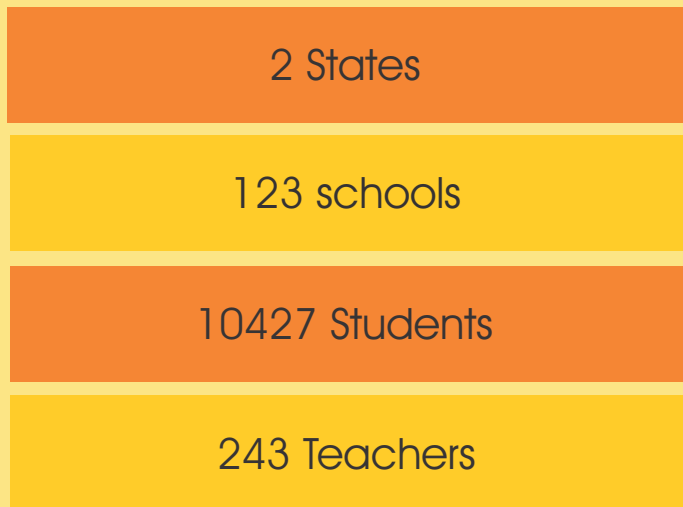
Prajayatna believes that learning is a continuous process that takes place continuously.

Kalikayatna, the learning initiative, aims at building an inclusive learner centric environment for children in primary schools through a number of innovative pedagogic strategies and processes. The ultimate goal visualized is the creation of an ecosystem which is sensitive to the needs of all students including those with disabilities and which will ensure that their needs are addressed in a manner which nurtures and enhances their capabilities, through self-directed learning.

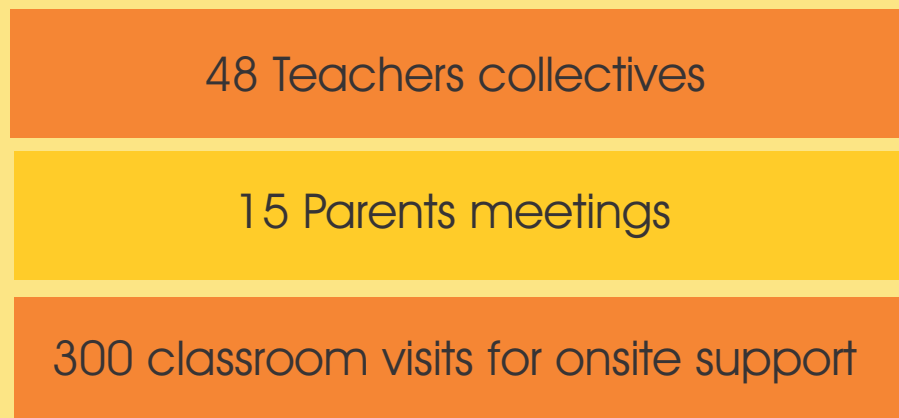
Kalikayatna, the learning approach, developed by Prajayatna looks at outcomes of learning as integrated complexes of knowledge, abilities and attitudes. Outcomes describe what the learners will be able to do and know as a result of their learning experiences. This gives the learner and facilitator a sense of purpose and encouragement to take personal responsibility in a more open-ended learning experience.



Reach



Processes



The learning principles that drives the Kalikayatna approach

1. Different children learn differently.
2. Learning is not always linear.
3. Learning and assessment are an integral process.
4. We cannot teach a child to learn, we can only facilitate his/her learning.
5. Learning is not to create homogenized individuals but to enhance innate capabilities.
6. Learning can happen anytime, anywhere. School can only support it.
7. Learning happens through experience and reflection.

How a Kalikayatna based classroom looks!

Different learning strategies

Teachers of Karalahalli gate and Bachahalli schools, Channapatna block, Ramnagar district, Karnataka made children create models of vehicles using cardboard, paper and other reusable materials. Here the students had to plan in detail for their respective models in their groups based on which they then set about making their models using the materials available to them. Only the cardboard was given to them. Tools from their geometry box were used to measure etc. and then they all created their own miniature vehicles. This project enabled students to apply mathematical as well as scientific concepts along with skills of collaboration and above all to be creative. This was part of the ¹integrated curriculum that occurred in the classrooms of Kalikayatna, where learning was looked at holistically and not in a fragmented manner.

Children did enjoy the process of making the models where they collectively worked by pooling the materials, guided each other, made mistakes and yet kept going until they were able to give shape to the materials which resembled a vehicle and were very pleased with each other for finally accomplishing the set task.

Data collection on food crops in the village

Vishnu Pai, a teacher from Karalahalli gate school, Channapatna block, Ramnagar district, Karnataka, made children of Std 1 to 3 work in groups to be able to understand the concept of 'food'. They were given a task of listing all the food items prepared in the homes of their village which also included the ingredients required to prepare food in their houses. One of the learning objectives was to understand the importance of food and its sources. In order to make children practically understand, they were divided into two ²groups of different ages and sent to the village to collect information about various food crops grown in the fields of the village. Children did a survey of the houses in their village where they interviewed the residents and collected the details of the food crops grown in their respective fields. These details were then shared with the whole class in the next session. This process enabled students to learn various details about the food that is grown and in this way they understood the agricultural scenario in their village in a very organic manner through their engagement in the learning process.

A collaborative space is all we need for learning to happen in classroom.....

Story of Navya

Navya, a little girl in the Higher Primary School, Karalahalli Gate was well known to the entire class for her mischievous tantrums. It was hard for the teacher to engage her in any of the activities of the class. Seeing this, the teacher came up with a plan of involving the other children. He made a secret peer group consisting of four children who were responsible for watching her and engaging her in the classroom activities. Their job was to engage her, consciously involve her in the group actively and ensure that she could complete the given task by following up with her in a gentle manner. This trick worked well and gradually Navya's focus and engagement started to increase in the class activities. Her parents were surprised to see the change in Navya. Now, one can see Navya completely immersed in the classroom learning processes with all her peers.

Inclusive learning space can do miracles.....

Story of Mahadev

Mahadev, a single parent-child having speech and hearing impairment and intellectual disability, studies in Samandipura Lower Primary School. He was irregular to school. He used to salivate frequently but did not use any napkin. He was weak and not able to balance himself on his legs for a long time during the assembly. He was completely dependent on his mother, even for eating as well. The teacher, who had been involved in all the teachers' collectives, where various aspects of learning and ways of supporting every child's learning is discussed in detail, had internalised it and responded to him accordingly. Children started accepting Mahadeva. The school became a new avenue for him by providing him space for socialisation. The teacher also persuaded his mother to take care of his daily hygiene. As a result of all of these collective efforts, Mahadeva improved a lot. He started playing with other children, doing things on his own (like eating, wearing footwear), helping others in tasks at school. Several changes occurred leading to a transformation in him. He is now able to balance his body, walk and stand for longer periods. He is able to communicate using gestures and signs more clearly. His mother sends him to school with a napkin. He has started actively engaging in reading and writing activities. It is like a dream come true for his mother who is extremely happy to see his child becoming independent.

Government schools in Channapatna – New hope for parents!

Kalikayatna has been implemented in 27 government schools of Channapatna taluk for past few years. There is a different trend one can see in these schools where there is about 30% increase being seen in new enrolments of children where number of children has increased from 115 to 150 as per the previous academic year's data.

In the beginning of the academic year, parents of 42 children have changed their mind and have started sending their children to government schools. A total of 10 children have joined Nelamakanahalli, Siddapura, Nidagodi, Yaliyuru, Y.T halli, Karalahalli gate schools in Y.T Halli cluster. Similarly, 32 children have joined Kodambali, Hunasanahalli, J. Byadarahalli, Mangadahalli, Honniganahalli, Jagadapura, Ballapattana and Virupakshipura schools in Kodamballi cluster. The very common reason expressed by most of the parents for sending their children to government schools is the improvement in quality of learning in those schools. One of the parents, who is also the president of the parents body of ⁴School Development and Monitoring Committee (SDMC) is impressed by the Kalikayatna approach of learning and is happy to send his daughter to the government school of Nidagodi.



The processes which made it happen!

¹ Integrated Curriculum and Concept Mapping:

Kalikayatna's classes range from Grade 1 to 5, which follows an integrated curriculum, integrated across subjects and grades. Of this integration, themes have been identified, which are representative of all the concepts and learning outcomes across the subjects and grades, by the teachers at the beginning of every academic year. In the monthly planning meeting, the teachers pick a concept which is relevant for the children in that particular month and provide several opportunities in the classroom for the child to engage with and apply their own experiences as well.



² Mixed Age Grouping:

Mixed age grouping helps children with varied abilities to learn and understand the concepts together. This form of peer learning gives them a platform in the classroom to form opinions, seek help from others, learn new information, take more initiatives, ask questions, build on their own knowledge, practice what they already know, self-assess their improvement and solve problems.



On-going Assessment:

A system which comprises of an on-going portfolio, a reflection portfolio and an observation book has been identified for assessing the progress of a child. Every child's daily work gets filed in their on-going portfolio; simultaneously the teacher notes her observations in the classroom in an observation notebook on the various abilities of the child comprising of procedural skills, process skills, attitudes and areas of interest; and the reflection portfolios a collection which is representative of the child's work. Such an on-going system of documentation is used for assessment by teachers, parents as well as student themselves.



³Teachers' collective:

Monthly teachers' collective provides a space wherein the teachers collaboratively engage in a process towards understanding how students learn. In it, they engage directly in the planning and reflection on curricular learning experiences for their students and based on their experiences, they develop ways to facilitate a concept better, address the challenges that they face in their specific learning environments, review and adapt learning plans and generate feedback for improving the practices of the Kalikayatna approach. Teachers also experience the process of self-assessment on aspects of planning, documentation, observation, facilitation and attitude.

In the collective meetings, teachers design tools for assessing the overall skills of the children including subject specific skills, developmental domain specific skills like social, cognitive, physical and emotional skills. It involved multiple ways of assessment to evaluate the different abilities in students, which have been developed as a result of various experiential classroom activities. 43 such collectives have happened across in Karnataka and Uttar Pradesh.



⁴ Parents and SMC meetings in Kalikayatna Clusters:

Parents meetings have been conducted in the schools to enable parents to understand the learning process taking place in the government schools as part of Kalikayatna, the Quality Learning Initiative. These meetings have motivated parents to adopt strategies to support in their child's learning like spending quality time at home, engaging in meaningful conversation, supporting the home tasks that the child has been assigned, setting aside a space for the child, etc. Some of the parents have started talking about classroom processes and the child's performance with the teachers. They are happy to see their children being active in the classroom and even at home. Teachers also share individual child portfolios with them to keep them updated about their child's performance.

Apart from this, meetings are also held to talk about the functioning of the parents' body of the school, namely the School Development and Monitoring Committee (SDMC). It has been seen that the enhanced knowledge amongst the parents with regard to the learning process within the classroom and good relationship between the parents and the teachers have given rise to greater accountability and better functioning of the school.



Children helped the Block Education Officer (BEO) through their survey!

In the month of January, teacher of the Honniganahalli Primary School, assigned a task to the children to find about various facilities that people of the village had obtained from the government under various schemes and programmes. As children had prior experience of conducting surveys and data collection, they prepared a format for the survey and went door to door to collect data. Consequently, they came up with the following list of facilities that people in the village had utilised and the list of government schemes and programmes of which they were beneficiaries. They were : a) Ashraya houses; b) Construction of toilets; c) Cattle sheds; d) Water facility; e) Street lamps; f) Drainage facility

The ability of children in data collection was best used to understand the status of toilets in the village of Honniganahalli. The BEO of Channapatna block had been allocated the responsibility of ensuring that every village had a toilet in the house. In order to ascertain this, he was planning for a toilet survey. The Honniganahalli school teachers took this opportunity and assigned the task to children to find out the number of house not having toilet in the village. Through the survey, the children figured out that out of 154 houses, only 80 houses in the village had a toilet facility. This data was shared with the BEO. He took immediate action and ensured that the remaining 60 houses were given the required assistance to build toilets.

These kind of learning activities helps children to support their own community's development by understanding the context and taking responsibility. It, in turn, transforms the community's outlook towards education in government schools.



Field visits of teachers from other schools in the block to Kalikayatna schools

12 teachers who were part of other schools in Channapatna block and visited Virupakshipura Primary school to observe the Kalikayatna learning process. Most of the teachers were resource persons for the Nali Kali programme ('An activity based learning programme being implemented in government schools in Karnataka for Std 1 to 3), the curriculum/ methodology being implemented in the other schools in Karnataka State, or else implementing the same in their schools. being implemented in the other schools in Karnataka State

After observing the classroom for the entire day, the Nali Kali teachers had a discussion with the teachers implementing the Kalikayatna approach.



Testimonials of few teachers:

"This approach gives space for children's articulation. The way the subjects have been integrated and was facilitated is impressive. The students used the black board very well".

- Mrs. Jayasheela H. B, Teacher,
GLPS, Nayakana Thandya,
Honganooru cluster.

"The learning here provided space to connect to real life experiences. The children are fearless and openly express their opinion. Children think very differently".

- Mrs. Sharadha R,
Teacher, GLPS, Neelasandra,
Tagachagere cluster.



"There is space for self-learning, children have scope for optimum participation, the facilitation was appealing".

- Mrs. Shashikala J. V, Teacher,
GLPS, Patelaradoddi,
Dhashavara cluster.

Impact

There are many stories of change in the primary schools of Karnataka and Uttar Pradesh where children have become active enquirers, learners and problem solvers. Now they know well how they can plan, strategise, pool resources and apply the knowledge in their daily activities. There are instances where they have visited the Gram Panchayat office to find out the kind of functions being carried out, potter's place to understand the process of pot making, the life of a potter and many more places to understand about the social and economic issues of their community. Since the whole classroom learning is revolves around the concept of the month, the teachers try to give as much as exposure through the real life tasks as possible.

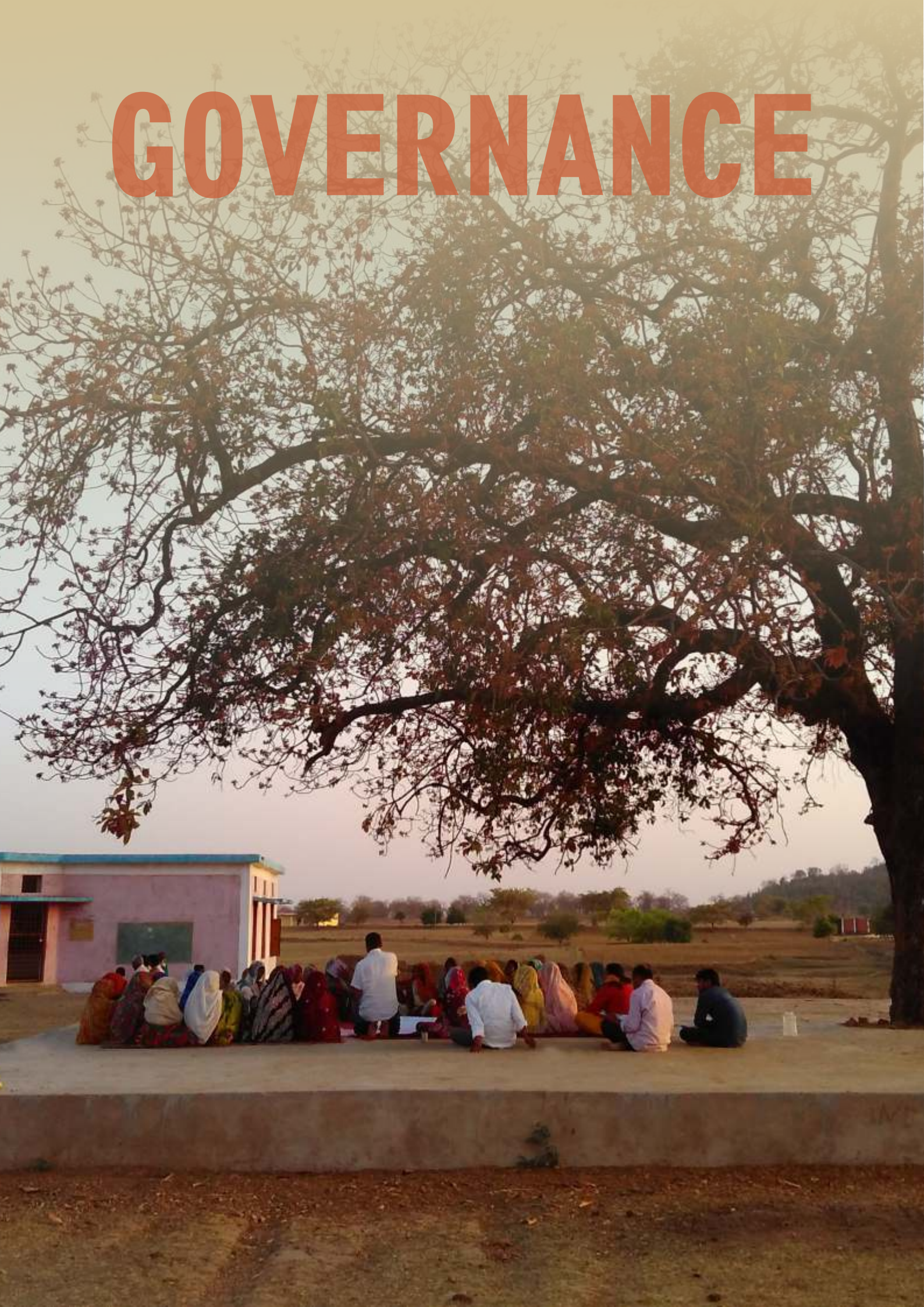
Teachers have developed the ability to make concept planning independently, they are now much more creative in conducting learner groups activities, they come up with such creative tasks for children that lead them invent, explore, collaborate, communicate, present in an effective way. They also have been trained and equipped to accommodate children with disability and create an inclusive learning environment in their classrooms. Parents have been involved in observing the progress of their children on a periodical basis and they support their learning at home, ensure their tasks given as homework is completed and go through their files.

Rich exposures and collaborative learning have made the children articulate, expressive, self confident and most important of all learners for life.

It is also seen that the teachers ensure that all the children with disabilities are included in all the learning processes in an organic manner. Most of the children, specially in Chitrakoot, have been provided with aids to support them such as microscopes for children with low vision, aids for motor development etc. etc It is seen that these materials are utilised properly.

It is seen that teachers are making Individual Education Plans (IEP) for all the children with disability in order to ensure their development based on where they are. This is helping the teacher and the family of the child to work together for the holistic development of the child.

GOVERNANCE



Since its inception, Prajayatna has been working to bring about systemic changes in the public education system to ensure quality education for all children. For this purpose, Prajayatna's work mostly involves different stakeholders in the education system, namely, parents, community, bureaucracy and the local self-governing bodies, towards institutionalizing community ownership in the education development process. Community participation in public service delivery can act as a lever for change by increasing the transparency of information on service performance. As a community, the need of the hour is to go beyond them being mere beneficiaries and become the actual owners of the educational process in order to be able to define the kind of education they want for their children, which would then truly make the educational process contextual and relevant to the community. Ownership or stakeholder ownership is critical to develop a shared vision which sets the basis for enabling the community to initiate the change that they desire. Hence, decentralization of governance of education is core to the work of Prajayatna.

Reach	4 Districts	720 GPs
	21 Blocks	2749 Schools

Processes	62 Seekho-Sikhaao processes (engaging parents and community in learning process of children)
	62 meetings with village organisation
	215 Training of the Education Change Vectors
	2 Shikshan Gram Sabha
	2 Gram Panchayat level network meetings
	20 School Management Committee Trainings
	Opening of Community Learning cum Cultural Centre - 6 in Raidih and 3 in Shikaripara
	66 Youth volunteer training
	2 Teachers Workshop
8 Enrolment Campaigns	

Prajayatna has been working in Chitrakoot and Bahraich districts of Uttar Pradesh and Raidih and Shikaripara blocks of Gumla and Dumka districts of Jharkhand respectively. The programme works with an objective to ensure better delivery of services and that children are learning in the schools. Apart from the larger objective of ensuring that the schools were managed in an accountable and transparent manner, there were specific objectives as well. In Uttar Pradesh, apart from the larger objective of ensuring that the schools were managed in an accountable and transparent manner, efforts were made to ensure that every child with disability was provided with opportunities for development by enrolling in school and having access to all entitlements. In Jharkhand, the objective was also to ensure that the strength of the women's collectives in the form of Self help groups, was garnered to champion the cause of education and work for the development of their schools and thereby their children. For this, the project envisions the community, here represented by the women SHGs, Block Level Federations and Village Organizations, being the drivers of the change by working with the parents, the school structures such as the School Management Committee, key elected representatives of the community from the Panchayat Raj at the Gram Panchayat level.

In the reporting period, Prajayatna focused on building an ecosystem for the communities to engage with the school and support the development of education.



A boundary wall for the school.

Salkaya is a small village in Raidih Block in Gumla District of Jharkhand State. The primary school in Salkaya has 136 children enrolled. Initially, it had no boundary and the school was situated along the road side. Safety of children was a serious issue. In lieu of this, ¹a Shikshana Gram Sabha (SGS) meeting was organised by Prajayatna to bring all stakeholders including the parents, teachers, Panchayati Raj Institutions (PRIs), members of SMC and discuss the issues of boundary wall and other similar issues persisting in the school. A total of 35 participants gathered to discuss the issues in the school. Parents shared their concerns. One of them said – “Government school is the only option for poor people like us. But we are worried about our children's safety as the heavy traffic poses a serious threat to our children. Hopefully the department will do something for safety of our children in the school”.

Everyone agreed to resolve the issue and so, it was decided to bring up the issue in the ²SMC meeting as soon as possible. Accordingly, the teachers and the SMC members submitted an application to the concerned Mukhiya and requested to do the needful on priority basis. After 2 months, the construction of boundary wall was done through Panchayat fund which further took six months to complete. An amount of INR 239000/- was contributed from Panchayat fund for this purpose. The collective efforts of the parents, teachers and the SMC members led to construction of a boundary wall in the school where their children can study safely.

The processes which made it happen!

One of the main processes for enhancing parent-school interaction and bringing all the stakeholders on to a common platform to engage with a common vision for their school and children is:

¹Shikshan Gram Sabha (SGS) :

Shikshan Gram Sabha is a process which brings all stakeholders together and creates an environment to hold discussion on the current status of education and develop a plan for their school.

Sharing of School information collected from the school is in a pictorial format which is easily understood by all, which makes it easy for the local community to participate and understand the condition of the schools and this enables their active participation to bring about change by identifying school needs, their expectation from the schooling of their children and the shortfalls that are affecting the schools to function effectively. Further this leads them to map resources and make a plan for the development of the school.

This platform also has served stakeholders discuss about children being out of school due to various reasons, disability being one of the main causes and think of measures to overcome the issues. Most importantly these meetings have been helpful in sensitizing the community on children with disabilities, identifying the issues and problems faced by these children and the facilities needed by them. And on the other hand through these meetings SMCs have been formed in the places wherever needed as per the government norms.



²Institutional capacity building of the structures - School Management Committee (SMC) and GP

Trainings are conducted for the School Management Committees to build their institutional capacities to enable them to play their role in an informed manner. This training enables the SMC to perform their role in the management of the school and ensure proper planning and monitoring of the schools so that the schools function effectively.

On discussion with the Department of Education, SMC trainings were organised across both UP and Jharkhand in collaboration with the Department. The Cluster Resource Persons took the responsibility of organising the trainings with Prajayatna facilitating the training.



An empowered Pradhan can transform schools!

Gram Panchayat Pipraund of Ramnagar block has three primary schools in which a total of 182 children are enrolled. The physical infrastructure of all the three schools was in poor condition. The floor and roof of PS Pipraund were dilapidated, the toilets were in need of repair and there was no potable water for the children. There was no toilet facility in PS Chakbhandesar and here also drinking water was unavailable.



Due to these problems, the environment of the school was not conducive for studies. In the absence of toilets, the parents were not comfortable in sending their girls to the schools. All of these issues were raised in the ³Gram Panchayat meeting. The financial aid from the Gram Panchayat got the floor, roof and toilet repaired. Boring was done for drinking water.

Apart from these issues, enrolment of 12 children with disability was discussed. the Pradhan came forward to get all those children enrolled. Consequently, certificates for 6 children have been made and 6 of these children have been enrolled in the two primary schools of Pipraund. The story does not end here. The Pradhan built boundary for the schools with his support. This success story indicates that a motivated Pradhan, the Gram Panchayat and a concerned and a concerned community can together ensure good schools and good education for their children.

³Gram Panchayat level network meetings

The Gram Panchayat network meetings brings the two structures for schools development together and collaborate for the development of the school. The process is to enable both the structures to work in tandem and at the same time redefine their roles, thereby ensuring school development becomes part of the agenda of the Gram Panchayat agenda and vision. This process brings the key stakeholders in the education space namely, teachers, SMC members, SHG, Panchayat representatives - Mukhiya, ward members etc. and discuss the issues of the schools, with the Gram Panchayat, the local self-government taking the responsibility to ensure that the issues are resolved and enable quality education for all children in their purview. Here the focus was also on making the GP ensure that all children receive their entitlements and make sure that all children are learning.

Community ownership can ensure good schools!

Hinauta Mafi Gram Panchayat of Chitrakoot block is situated approximately 20 km away from the district headquarters of Chitrakoot.

Boundary wall of the upper primary school located in the HinautaMafi panchayat, Chitrakoot had an opening left for a gate which was needed to be constructed. The neighbour sharing the boundary of the school was reluctant to let the gate constructed. Due to the absence of a gate, there was lack of discipline among the children as they moved freely outside the school campus without any kind of hindrance. This disturbed the school environment and hence putting a gate in the given place in the boundary wall was of utmost necessity.

This matter was discussed in the GP meeting organised by Prajayatna as an issue of concern for the safety of the children. The community and the gram panchayat decided to convince the neighbour. The SMC member and few parents took this responsibility and approached him. After a lot of discussion and convincing, the land owner finally agreed for the construction of the gate. It has been completed. Similarly, issue of boundary wall and toilet construction in the local primary school was resolved through Gram Panchayat meetings.

The intervention by Prajayatna has encouraged the principal to call for and conduct SMC meetings on a regular basis. By the efforts of community and SMC members, attendance of children has increased in the school. Interestingly, community is now aware that children with disability have the right to education too.

One example is Priyanka, a child with disability. The principal has helped her in getting her disability certificate made and in procuring a tri-cycle for herself. Now she can be seen going to school regularly.



The Palma village of Shikaripara is covered with forest and mountains, so very little land is used for farming. Other people are engaged in small business like poultry, and rest are daily wage earner. Most of the people migrate outside for livelihood. Their children were not able to get regular schooling and so the attendance in the school was very low. This issue was raised in the SGS meeting by the teacher. It was a great demotivation for the teacher too. On an average 16-17 children were coming to the school. The 4 members of the ⁴Village Organisations (VO - consists of representatives of each Self Help Group in the village) and the parents led by the ⁵Education Change Vector (representative of the VO for education), requested the teacher to try for the appointment of one more teacher who can contribute to the quality education of the children.

Besides, she also got the parents to promise that they will send their children regularly if a teacher was appointed. In the meeting, an application for the allocation of an additional teacher to their school was written and sent to the Block Education Officer.

After few weeks, one head-teacher got appointed. Her enthusiasm got the children interested and attend school again. Now, the number of children has increased from 16 to 27. Parents are also coordinating with the school and are happy with the improvements in school as well in their children.

⁴Perspective building of Village Organizations (VO)

The members of the Village Organisations were facilitated towards building a perspective about education. The larger objective of education and the need for the community to be able to articulate the vision they had for education was debated upon at large. The need to equip every child with skills required to live life was discussed. The role of the community in ensuring education for all their children and the role they need to play as structures representing the community was also understood. This has led to a clarity among them as to the things they needed to do to ensure that a conducive learning environment was created in the village.

⁵Training of the Education Change Vectors (ECV)

The need for champions to represent the VOs was recognised. Each VO was given the task of selecting a person from amongst them who would represent them at all meetings and work on the issue of education on their behalf. 215 Education Change Vectors (ECVs) have been selected and trained to be change agents. It focused on building the capacity of the ECV and equip them with content in the context of education and with skills that are required for them to play their role more effectively and efficiently in the community. They were also oriented about the structure of the education department and the need for community structures like SMC and GP, educational needs of children in various age group, etc. This would help them to play a more effective role when in school.

Community Learning cum Cultural Centre (CLCC)

The concept of the CLCC lies in the fact that the parents in marginalised communities spend most of their time in managing their livelihood. As a result, it becomes difficult for them to spend quality time instead of in the education of their children leading to children dropping out, etc. It is also seen that there is a lack of a learning environment in the village in the evenings which makes the children to engage in various other activities which is not very useful.

It is in this context, the need of CLCC arises which gives an opportunity to the children to engage in various learning processes including games after schools. The CLCC also allows the children to learn social and vocational aspects of their living in the form of art and craft making. The need for the Centre to become a learning as well as a cultural one where different events of the community could be conducted, was also considered. The need for the CLCC had been articulated by the community members. The women took the responsibility of managing these centres in terms of opening and managing it when the children were there. Though efforts were made, there was difficulty in sustaining the efforts on a voluntary basis. Youth volunteers were then engaged to run these centres. These volunteers were trained by Prajayatna. 3 centres in Shikaripara and 5 centres in Raidih are presently operating.

District Level Workshop on “Community Participation in Qualitative Learning”

A district level workshop on the topic “Community Participation in Qualitative Learning” was organized in Chitrakoot in the presence and chairmanship of the District Magistrate Sri Vishakhji. The purpose of the workshop was to release the report made on the educational status of Chitrakoot. It was also to share the work that had been done by all the stakeholders in the district and the way forward in ensuring quality learning for their children in the government schools of the district through community participation.

The workshop saw active participation from the Department of Education and SMC and GP members from across the district.

The Hon'ble DM shed light on the importance of education in the growth and bright future of not only an individual, but also of the society and the nation as well. He said that since it is so important, it is necessary that all the different stakeholders – students, teachers, community, elected representatives of the panchayats and officials of the government department come together and collaborate with each other for ensuring better, qualitative and inclusive learning in the schools. At the same time, he asked the teachers to ensure that they deliver their best in the classrooms and see to it that children learn in the schools.

An open session was held for the community to raise questions and problems affecting their schools after which the workshop ended.



Hon'ble DM Sri Vishakhji releasing the Report on the 'Status of education in Chitrakoot'

Impact

Through various processes, the focus of building ecosystem for the communities to engage with schools and support the development of education has lead to enhancement of parent-child interactions, parent-teacher & parent-school interactions, strengthened local communities' engagement with school which eventually leads to building and sustaining local ecosystem for supporting education.

It was seen that SMCs were formed and functioning in the schools. More than 50% of the SMCs were having regular meetings. It was seen that infrastructural development had taken place in many of the schools in both UP and Jharkhand. Attendance of children had improved by about 10-15 %.

It has also seen the issues of disability being addressed at different levels. Through these efforts it has been seen that many children being provided with their entitlements through the collaboration of the GP, SMC members, teachers, Department of Education and parents.

Total of 17 Certification camps have been conducted, 522 children have participated and 326 children have received certificates. In screening camp 72 children have participated and 58 have screened are declared having disability.

Through all these efforts, 375 children have been enrolled to different government school and supported in creating inclusive learning space in schools.



Achievement

Member of curriculum committee for ECCE in DWCD, Karnataka

Prajayatna has been made a member of the curriculum revision committee in the Department of Women and Child Development. A decision was taken by the Department to revamp the existing curriculum in order to update it. A committee was formed which consisted of renowned not for profit organisations and institutions working in the space of Early Childhood Care and Education in Karnataka. Prajayatna has been named as one of the members and has been actively involved in the process. The work and experiences of Prajayatna has been shared and many of the views incorporated into the making of the curriculum.

Collaboration with Department of Education in Uttar Pradesh and Jharkhand

Prajayatna in collaboration with the Department of Education conducted a training for the members of the SMC from all the schools at the cluster level. Another training was conducted for the members of the Education Standing Committee Members of all the Gram Panchayats as well, in the whole district of Chitrakoot and the working areas of Bahraich. Similar trainings were conducted for all the SMC members of all the schools across Raidih and Shikaripara blocks of Gumla and Dumka districts respectively.

Here the members were given trainings on their roles and responsibilities and the significant role they play in the development of the schools. They were all trained to make School Development Plans for their schools. The Gram Panchayats were given information on the important role they played in the governance of the schools and the seriousness of their role. They were also given an agenda of making education a part of their development plan.

Dreams Can Come True

"My disabled child's life has changed. Imagine he goes to school daily and is happy. The children in the school no longer make fun of him, in fact a few help him to do work and are ready to sit with him. His behaviour has improved and he wants to go to school, first we had to force him."

These are the words of the father of a child with cerebral palsy who belongs to village Pachkhora in Asoha cluster in Chitrakoot district. The father is a farmer and mother a housewife. The child has five siblings – four sisters and one brother who died recently. The father is the sole breadwinner with an annual income of Rs. 24,000/- with which he takes care of the whole family. The mother shared that – we knew there was something wrong with him from birth itself, he cannot speak at all, drools continuously and has a problem in walking too. She was worried that in the past one year things have become more complicated as the child has been suffering from fits too.

The child was identified during a survey conducted in the village. Three children were identified of which he was not attending any school. a survey in the village in 2016 to identify children with disabilities using the State SCERT Checklist. Three children with disabilities were identified in Pachkhora out of which two were going to school whereas this child was out of school. The parents were quite surprised that a man (PY facilitator for the QLI program) made a number of home visits to meet us. He convinced us to send our child to school. As the parents shared – we were not at all keen as he used to drool and other children always used to make fun of him. However, after a number of visits and discussion with the facilitator the parents agreed. The father said this was simply because they tried to understand the need of the child and planned accordingly, including the issue of drooling etc. child's needs and problems and we tried to find a solution to his drooling.

The facilitator also interacted with the school teachers to convince them to let the child come to school as they were not at all keen that he should be enrolled in their school. The teachers were of the opinion that he will not be able to learn anything in the school and will only be a nuisance.

Let the stories speak!

They were also of the opinion that since they were not trained to handle such children, it would be better not to enrol him in the school. After a lot of insistence, the facilitators were able to convince the teachers and he was allowed to enrol in the school.

The child was finally enrolled in January 2017. In the beginning, due to his severe drooling problem many children not want to sit near him. In addition, the teacher highlighted that at first he was disruptive, extremely naughty showed no interest in doing anything or listening to anyone. He only enjoyed doing physical activity. The teacher called the parents to discuss and together identify ways of dealing with this situation. It was decided by all of them that he required certification and a tricycle for him to commute to school and back home. It was decided that the teacher would try to involve the child in activities, communicating to him through actions and one of the parents would come to drop and pick him up. This would also help in the teacher being able to discuss anything if he wanted to with them.

As the parents shared -there are so many things that helped my son and us too. What can I say -the visits by Sir, our attending the certification and medical camps, being given the tricycle to bring him to school, the role of the Prajayatna facilitator in our finally agreeing to enrol him, and teacher also and jointly deciding what to do for him with us. Now even the attitude of the other children has changed towards him. He has made friends in the school and some children help him in doing things in class.





Studies conducted

Three studies were conducted in 2018-19

- On invitation from the District Administration of Bellari, an evaluation study was conducted on the innovative approaches implemented by them to enhance the results of Std 10 in the SSLC board examination. The study was conducted and the report was given.
- Dr. Sandhya Sarajpe conducted an evaluation study on the inclusive approach of Prajayatna in Uttar Pradesh. This study was commissioned by Christoffel Blinden Mission (CBM). The findings were found to be positive and worth replication and upscaling.
- An internal study was conducted by the Research and Documentation wing of Prajayatna on the impact of Kalikayatna – the Quality Learning Initiative has had on the learning of children in High School. The study involved evaluation of various skills and abilities in children who were part of Kalikayatna in their primary school years and those who had gone through the traditional approach followed in government schools. Children of Kalikayatna have shown higher level in their performance concerning; knowledge and understanding, application, analysis, social and language skills. But one thing which was found common among both the groups was that around 50% of children had no command on language skills such as reading, writing and punctuality. It was observed that children of Kalikayatna have revealed to exhibit higher level of skills when it came to working in collaboration or active participation in the tasks given in the class.





A nurturing environment to include all children!

Story of Arfa

Arfa is a 6 year old girl in Manovarthiythota Anganwadi centre who had speech delay. She had difficulty in walking and was poor in fine and gross motor skills. She was weak and used to fall sick regularly.

On the advice of doctor, she was enrolled in Anganwadi in 2016. Initially she used to sit in one place alone without making any eye contact with anyone. Gradually, the teacher started engaging her in physical activities. Arfa's movement was slow though. Teacher also gave her materials to play with like balls, beads to enhance her fine and gross motor skills. Books were provided to flip pages for fine motor skills development and also print awareness. Special attention was given to ensure that Arfa participated in group activities. Improvements happened. Now she is able to lift her legs and walk. Teacher also coordinated with Arfa's parents to continue few activities at home too. Her parents observed that Arfa have now started playing with her siblings. Her socialisation with her peers has improved. She is able to follow instructions and express herself as well. Now Arfa can be seen happily playing with other children in the Anganwadi.

Journey from a social outcast to an inspiring Education Change Vector (ECV)

Story of Sukhmati Devi

50-year-old Sukhmati Devi was branded as a witch by people of Khursuta, a village 26 km from the Raidih block, Gumla district, Jharkhand. The violence and accusations against Sukhmati began in 2014 and it continued for almost 3 years. Villagers started discriminating her and treating her as untouchable. She was also threatened to be removed from the SHG group. Her problem did not end here. She was attacked once on the suspicion that she is a dayan or witch. The attack on Sukhmati was one of the thousands of witch hunts that take place in India. More than 2,500 women have been chased, tortured and killed in such hunts between 2000 and 2016, according to India's National Crime Records Bureau. Sukhmati's relatives filed a case for that and she raised her voice in the community. Later it was decided that she would no longer be called a witch.

Sukhmathi then rejoined the SHG and started work as an accountant there. Later she was chosen as the Education Change Vector (ECV) in her village to ensure enrolment, attendance and quality education in the school. She started participating in meetings and trainings from Prajayatna and department and encourages the women in her SHG, meetings to enrol their children and complete their schooling for a better future. Seeing her dedication and work, the community started giving her respect and listening to her. Her continuous visits and meetings with community and schools has resulted in repairing of toilet and windows at PS. Khursuta. Besides, there is an increase in the attendance of children in the school. Earlier the average attendance was 20-22 (66%) out 32 enrolled children. Now, 30-31 (96%) children can be seen any time learning in the school. Now she feels happy for her work and lives her life with dignity.

*In 2001, the Jharkhand government passed the Dayan Pratha (Prevention of Witch Practices) Act to protect women from inhumane treatment and give victims legal recourse to abuse. Still, witch-hunting is a blot on Jharkhand, which ranks 26th out of 29 states, in terms of literacy, and has consistently ranked first in the number of witch-hunting cases. Communities have to take charge and begin a community-led action, aimed at educating people and changing their beliefs and attitudes.



PRAJAYATNA

No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West), Bengaluru-560 070

Consolidated Foreign and Indian Grants Account

Balance Sheet as at 31st March 2019

LIABILITIES	Schedule	Amount	Amount Rs.	ASSETS	Schedule	Amount	Amount Rs.
General Fund			6,19,601	Fixed Assets	07	15,22,718	15,22,718
Opening Balance		(12,56,063)					
Less: Excess of Income Over Expenditure		18,75,664		Current Assets			13,35,382
				Rental Deposits	08	2,77,550	
Unutilised Balances of Restricted Grants	01	29,01,022	29,01,022	Loans and Advances	09	6,73,614	
				Tax Deducted At Source	10	3,84,218	
Current Liabilities			10,77,545				
Loans & Advances	02	3,08,000					
Sundry Creditors	03	2,88,598					
Outstanding Expenses Payable	04	2,55,804					
Duties & Taxes	05	3,770		Cash in Hand		5,068	5,068
Vehicle Security Deposits from Staffs	06	2,21,373		Cash at Bank	11	17,35,000	17,35,000
Total		45,98,168	45,98,168	Total		45,98,168	45,98,168

For Prajayatna


Chief Functionary



Bangalore, Dated : 24.09.2019


Treasurer


President


Finance Manager



Ratna Ravikumar B.
Chartered Accountant
M.No. 23785

Chartered Accountant

PRAJAYATNA

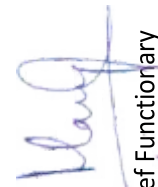
No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West), Bengaluru-560 070

Consolidated Foreign and Indian Grants Account

Income and Expenditure Account for the year ended 31.03.2019

Expenditure	Schedule	Amount	Amount Rs.	Income	Schedule	Amount	Amount Rs.
Programme Expenses	12	2,76,17,091	2,76,17,091	Grants and Donations			3,28,98,081
Administration Expenses	13	46,04,270	46,04,270	Restricted Grants	01	3,13,83,672	
Depreciation	07	3,43,855	3,43,855	Unrestricted Grants	14	6,00,580	
Sale of Assets	07	18,938	18,938	Donations	15	9,13,829	
				Other Incomes			15,61,736
				Bank Interest	16	1,72,377	
				Written off Liabilities	17	13,60,671	
				Income from Sale of Assets and other Materials	18	28,688	
Excess of Income Over Expenditure			18,75,664				
Total			3,44,59,817	Total			3,44,59,817

For Prajayatna


Chief Functionary

Bangalore, Dated : 24.09.2019



Treasurer



President



Finance Manager



Chartered Accountant
Ratna Ravikumar B.
Chartered Accountant
M.No. 23785



Chartered Accountant



PRAJAYATNA


No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West) Bengaluru-560 070

**Consolidated Foreign and Indian Grants Account
Receipts & Payments for the year ended 31.03.2019**

Receipts	Schedule	Amount	Payments	Schedule	Amount	Amount
Opening Balance		11,32,189	Programme Expenses	23	99,37,270	99,37,270
Cash on hand		15,843	Programme- Personnel Cost	24	1,29,22,564	1,29,22,564
Cash at Bank	19	11,16,346	Programme- Travel Expenses	25	20,00,311	20,00,311
Restricted Grants Received	01	3,41,36,197	Management- Personnel Cost	26	58,72,572	58,72,572
Unrestricted Grants Received	20	2,44,576	Management- Travel Expenses	27	4,77,547	4,77,547
Donations Received	15	9,13,829	Administration Expenses	28	25,82,123	25,82,123
Bank Interest	16	1,72,377	Purchase of Fixed Assets	07	12,84,716	12,84,716
Other Indirect Incomes	21	28,988	Loans and Advances	29	9,30,488	9,30,488
Loans and Advances	22	9,88,830	Deposits	30	90,700	90,700
Vehicle Security Deposits	07	2,21,373	Closing Balance			17,40,068
Total		3,78,38,359	Cash in Hand		5,068	
			Cash at Bank	11	17,35,000	
			Total		3,78,38,359	3,78,38,359

For Prajayatna



Chief Functionary
Bangalore, Dated : 24.09.2019


Treasurer


President


Finance Manager

Chartered Accountant


Ratna Ravikumar B.
Chartered Accountant
M.No. 23785



Our Partners in Reform

We would like to thank the Board, our many well wishers and partners for engaging with us on our journey in 2018-19.

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Prajayatna

No.331, 1st A Main, 7th Block, Jayanagar (West), Bengaluru - 560 070

Tel: 080 - 26769676 E-mail: prajayatna@prajayatna.in, Website: www.prajayatna.org